



**THE READING COMPREHENSION OF NARRATIVE TEXT OF THE
TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH KUDUS
IN THE ACADEMIC YEAR 2012/2013
TAUGHT BY USING CLOZE PROCEDURE**

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

Presented to the university of Muria Kudus in Partial Fulfillment of the
Requirements for completing the Sarjana Program in English Education



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2013**

MOTTO AND DEDICATION

MOTTO

- ✚ Nothing is easy, but nothing is impossible if we always believe ALLAH-SWT and always pray
- ✚ Don't say no, if we never try it
- ✚ Don't try it, but do it
- ✚ Do the best for my self, my parent, my family, my friend, and everybody
- ✚ You will never walk alone

DEDICATION

This Skripsi is dedicated to:

1. Allah-SWT (the best Architec in my life)
2. My beloved mother, father and brother.

Thanks a lot for all of the goodness and care that you gave to me

3. All of her Lectures on Muria Kudus University

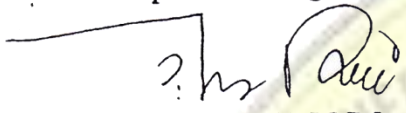
4. My beloved Boy friend, Alvian Ramdani
thanks a lot for his support.

5. All my beloved best friends in my life.


EXAMINER'S APPROVAL

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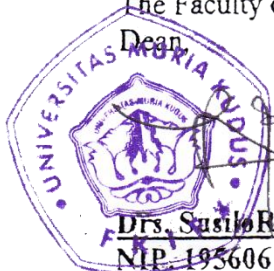
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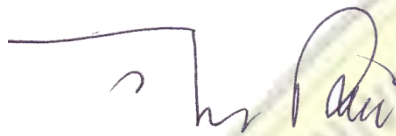
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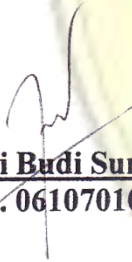
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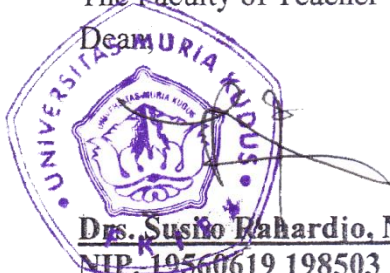
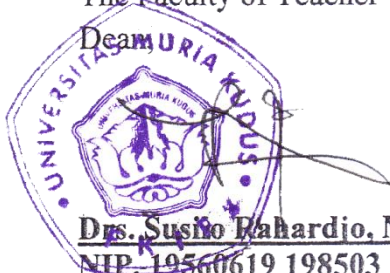
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This skripsi is not merely my own work because of having been greatly improved by some great people around me who suggested and guided me by giving comments and advise to make it better. One point is this skripsi is arranged to fulfill the one of requirements for completing the sarjana program. Therefore, I would like to express my great gratitude to the:

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6. My beloved brothers (Fredy Bayu Anggoro), my beloved boyfriend (Alvian Ramdani)
7. All my best friends in Campus (Mala, Umi, I'malia, Elisa, Endah, Fitri, Hening, Okta, Lilis, Fitri Oneng, Nikmah, Chilpi, Waritsin).
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There is no greatest obstacle in writing this skripsi than avoiding then temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always waited. He do expects that this research will be useful for those, especially who are in the field of education.

Last but not least, thanks for everyone who involved infighting to makes this skripsi better.

Kudus, March 2013

The writer

Kharisma Ika Arianti

ABSTRACT

Arianti, Kharisma Ika. 2013. *The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA Muhammadiyah Kudus in The Academic Year 2012/2013 taught by using Cloze Procedure*. Skripsi, English Education Department of Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Suprihadi, Mpd, (2) Fitri Budi Suryani, SS, M.pd.

Key words: Reading comprehension, Narrative text, Cloze Procedure

Reading is one of the four major skills that are taught in school. So the students have to master it. Reading is not passive process in which readers takes something out of the text without any effort or merely recognize what is on the passage and then interprets it. According to the English teacher In SMA Muhammadiyah Kudus, the students still have problem when they have to read and understand narrative text. Narrative is given to the students since in the first semester in first grade in senior high school. They must able about it. But the tenth grade students of SMA Muhammadiyah Kudus still hard to understand reading English narrative text. It is probably because of some problems, such as unfamiliar words, the capability of guessing the meaning, their inability in understanding the context and the technique. Using Cloze Procedures as technique in teaching and learning process is expected can help the students' reading comprehension.

The objective of the research is to find out whether or not there is a significant difference between the reading comprehension of narrative text of the tenth grade students of SMA Muhammadiyah Kudus in the academic year 2012/2013 before and after being taught by using Cloze procedure.

The research was done at the Tenth grade students of SMA Muhammadiyah Kudus. This research was experimental research by using test as the instrument. It used the research subject of the whole students in XC, which account thirtysix students. All of the students are given pre-test which test is given before using Cloze procedure technique and after they got treatment continued by giving post-test.

The result of this research shows that (i) the reading comprehension of the tenth grade students of SMA Muhammadiyah Kudus in Academic Year 2012/2013 before being taught by using Cloze Procedure Technique is sufficient (mean= 48.47 and SD= 6.9), (ii) the reading comprehension of the tenth grade students of SMA Muhammadiyah Kudus in academic year 2012/2013 after being taught by using Cloze Procedure Technique is good (mean= 73.67 and SD= 47.28) and (iii) there is a significant difference between the reading comprehension of the tenth grade students of SMA Muhammadiyah Kudus in

academic year 2012/2013 before and after being taught by using Cloze Procedure Technique ($t_o = 19.9 > t_t = 2.0$)

Based on the result of this research, it was expected to the English teacher that reading comprehension is taught by using Cloze procedure technique which are of course appropriate to improve the students reading comprehension. By using Cloze procedure technique, it can give more chance to this student to guess the blank in order to understand the text



ABSTRAKSI

Arianti, Kharisma ika. 2012. *Pemahaman membaca text narrative siswa kelas X di SMA Muhammadiyah Kudus tahun ajaran 2012/2013 diajar menggunakan Cloze procedure*. Skripsi: program studi pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan Universitas muria kudus, Pembimbing (I) **Drs. Suprihadi, M.pd** (2) **Fitri Budi Suryani, S.S. M.pd**

Kata Kunci: Pemahaman Membaca, teks Narrative, Cloze Procedure

Membaca merupakan salah satu ketrampilan utama yang diajarkan disekolah. Jadi siswa harus menguasainya. Membaca tidak merupakan proses pasif yang pembaca ambil informasinya tanpa hasil atau paling tidak mengenali apa makna sebuah bacaan dan kemudian menginterpretasikanya. Menurut guru bahasa Inggris di SMA Muhammadiyah Kudus, Siswanya masih mempunyai masalah ketika mereka harus membaca dan memahami teks Narrative. Teks Narrative di berikan kepada siswa sejak semester 1 SMA Kelas X. Mereka harus memahami teks Narrative tapi siswa kelas X SMA Muhammadiyah Kudus masih kesulitan untuk menguasainya. Hal itu dikarenakan beberapa masalah seperti kata – kata yang tidak familiar, kemampuan menebak makna kata, ketidak mampuan mereka dalam memahami isi dan teknik membaca. Menggunakan Cloze Procedure sebagai teknik dalam proses pembelajaran di harapkan dapat membantu pemahaman membaca siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pencapaian pemahaman teks narrative siswa kelas X SMA Muhammadiyah Kudus Tahun ajaran 2012/2013 sebelum dan sesudah diajar dengan menggunakan Cloze Procedure.

Penelitian ini dilaksanakan di kelas X SMA Muhammadiyah Kudus. Penelitian ini adalah penelitian eksperimen dengan menggunakan instrument tes. Penelitian ini menggunakan semua subjek penelitian dari semua siswa kelas X C, yang terdiri dari 36 siswa. Semua siswa diberi pre tes yaitu tes yang diberikan sebelum menggunakan teknik Cloze Procedure, dan setelah mendapat pengajaran menggunakan Cloze Procedure, Peneliti melanjutkan dengan memberikan Post-Tes.

Hasil dari penelitian menunjukan bahwa (i) pemahaman membaca pada siswa kelas X C SMA Muhammadiyah Kudus tahun ajaran 2012/2013 sebelum diajar dengan menggunakan tehnik Cloze procedure adalah cukup (ii). Pemahaman membaca pada siswa kelas X C SMA Muhammadiyah Kudus tahun ajaran 2012/2013 sesudah diajar dengan menggunakan tehnik Cloze procedure adalah baik dan (iii). Adanya hubungan perbedaan yang signifikan antara pemahaman membaca pada siswa kelas X C SMA Muhammadiyah Kudus tahun

ajaran 2012/2013 sebelum diajar dengan menggunakan tehnik Cloze Procedure ($t_o = 19,9 > t_t = 2,0$).

Berdasarkan hasil penelitian diatas, diharapkan guru bahasa inggris mempertimbangkan menggunakan berbagai jenis tehnik dalam mengajar pemahaman membaca yang tentunya sesuai untuk meningkatkan pemahaman membaca siswa. Yang terlebih penting, guru bahasa inggris dapat menemukan ide-ide baru dalam proses belajar dan mengajar yang disesuaikan dengan muridnya. Disamping itu hanya dia yang mengerti apa yang dibutuhkan muridnya.



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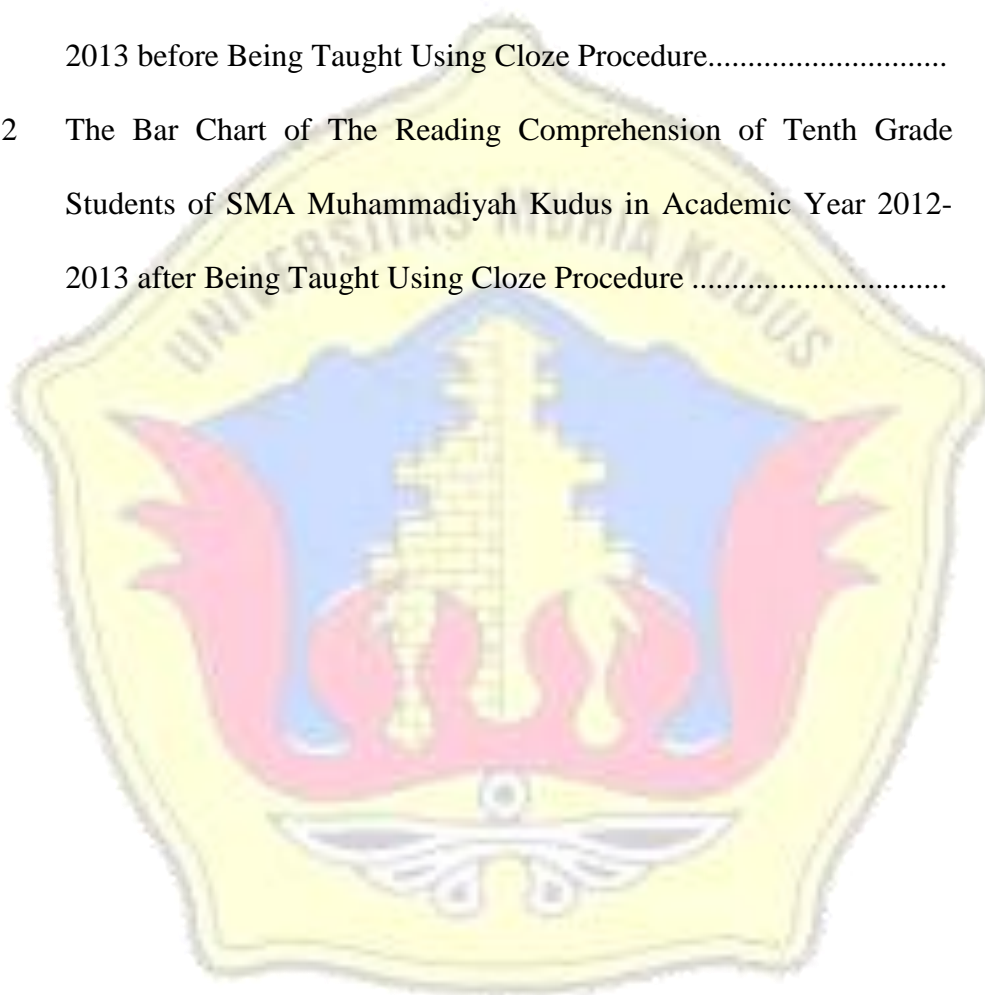


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